DOCUMENT RESUME

ED 142 552 SP 011 381

TITLE	Evaluation Plan Model.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	May 74
NOTE	16p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Educational Assessment; Educational Programs; Evaluation Criteria; Evaluation Methods; *Models; *Program Evaluation

ABSTRACT

A model for the evaluation of educational programs is presented, consisting of a seven-step procedure for determining objectives, developing the assessment data, analyzing the data, and presenting it in a meaningful format. The first step is to determine the objectives for the program and enumerate them in a meaningful, measurable fashion; second, to identify criteria bearing upon and influencing the program operation; third, to determine the extent and purpose of the evaluation; fourth, to develop methods of data collection and instrument administration; fifth, to collect data and direct it to the proper sources for analysis; sixth, to analyze the data, and seventh, to arrange the results in a meaningful report format and to arrange distribution. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ERIC Clearinghouse
PB 0298
ED142552
SP 011 381

Performance-Based Teacher Education Project
AACTE

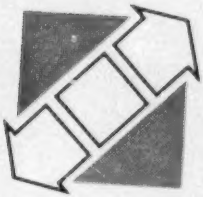
EVALUATION PLAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

MODEL

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
MAY 1974



EVALUATION

PLAN-MODEL

Division of Evaluation
Office of Planning
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

May 1974

PB 0298
3

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

This booklet is being issued in response to requests from local, regional, and state education personnel for assistance in planning and conducting evaluations. Its purpose is to provide managers and staff alike with a clear, concise outline that will assist in the development of an evaluation plan.

The evaluation effort will depend on the size, location, and individual makeup of each educational organization. However, the demand for accountability and the need for planned evaluations are common to all.

We hope this booklet will help concerned educators meet their increasing obligations in evaluation.

J. W. Edgar
Commissioner of Education

TEXAS EDUCATION AGENCY

State Board of Education

Vernon Baird, Fort Worth
James M. Binion, Abilene
Joe Kelly Butler, Houston
Carlisle Cravens, Arlington
W. H. Fetter, La Marque
Omar Garza, M.D., Edinburg
Joseph C. Gathe, M.D., Houston
E. R. Gregg, Jr., Jacksonville
Mrs. Johnnie Marie Grimes, Dallas
George C. Guthrie, San Antonio
Ben R. Howell, El Paso
E. M. Huggins, Jr., Fulshear
Dr. William N. Kemp, Houston
Paul Mathews, Greenville
Dr. Stanley B. McCaleb, Richardson
Duane J. McCullough, Corpus Christi
Carl E. Morgan, Jasper
Frank M. Pool, San Angelo
Glen L. Smith, Waco
Mrs. Ronald Smith, Fort Worth
Mrs. Jane H. Wells, Austin
James H. Whiteside, Lubbock
Herbert O. Willborn, Amarillo

J. W. Edgar, Commissioner of Education
M. L. Brockette, Deputy Commissioner of Education
Charles W. Nix, Associate Commissioner for Planning
Andrew T. Nutt, Director, Evaluation
Richard J. Hardebeck, Program Director, Evaluation
Carl W. Defibaugh, Consultant, Evaluation
Joseph P. Hegarty, Consultant, Evaluation

INTRODUCTION

In order to conduct an evaluation which will serve a useful purpose for decision making, a plan must be established. The plan will provide a means by which the evaluation can be conducted step-by-step through a predetermined process to a valuable conclusion. The antithesis of this procedure is haphazardly groping through a maze of channels gathering liberal amounts of data which may or may not relate to one another and which ultimately may or may not assist in formulating proper decisions. The plan will also provide others a view of the evaluation process and will enable those unfamiliar with the endeavor to assume responsibility with minimum difficulty should a contingency arise. The information rendered by a planned evaluation can enable program managers to make enlightened decisions about those activities under review. The following model embraces seven specific steps which will guide in constructing an evaluation plan. (See Appendix A) In order to establish a basis of accord regarding the terminology used in the text of the "Evaluation Plan-Model," each term that is unique to evaluation activities is defined in Appendix C.

DETERMINE OBJECTIVES

The first step in formulating an evaluation plan is to determine the objectives of the program (or project) that is to be evaluated. One prime aim in this endeavor is to assure that each objective is meaningful to all who read it and each reader understands clearly what is to be accomplished to complete the objective. The second prime aim is to make sure that the reader can visualize a practical and effective way or ways to measure the thing that is to be accomplished, or the product, and determine whether the objective has been met. If the objectives are so general that the ultimate product is not clear then it cannot be determined that anything of substance has been produced. For this reason each objective must communicate clearly what is to be accomplished and how accomplishment may be measured. When objectives are both meaningful and measurable, the evaluator should list those which will be addressed in the evaluation. This may include all or a select group of the program objectives.

IDENTIFY CRITERIA

Step two of the plan must make provision for those criteria which will influence the operation of the program. Include here any standards, guidelines, or directives related to the operation of the program. When identifying and selecting these criteria, the evaluator will find a review of documents and correspondence pertinent to the establishment of the program helpful. The evaluator should ensure that the selected criteria are applicable and manageable. At the conclusion of this search the evaluator should list those criteria determined to be appropriate. This list may be altered at a later date if circumstances dictate.

DETERMINE PURPOSE AND EXTENT

The third step is to determine the extent and purpose of the evaluation to aid in making decisions about the program. This will dictate the type of evaluation to be conducted (such as process or terminal or both), the kind of data to be collected, and the data sources.

Data may be used primarily to conduct a "terminal evaluation" at the conclusion of the program. This would be essentially progress data which is utilized to reveal the extent to which program objectives have been attained. However, if time and circumstances permit the collection of portions of the data for "process evaluation," the program manager may have an opportunity to detect and correct weaknesses while the program is in operation, which would increase the value of the overall evaluation. Process evaluations are ongoing, that is to say they are accomplished at predetermined intervals while the program is operational. It may be appropriate to refer to them as "mini" evaluations since they address only segments of the whole, while a terminal evaluation addresses the total program after it is concluded. Process evaluation may be included in an evaluation plan as frequently as resources, circumstances, and the length and complexity of the program permit. However, an evaluation plan should include only one terminal evaluation.

The kind of data to be collected may be either fact or opinion or both. This will be governed by the decisions to be made. In order to accumulate the right data upon which to base decisions, the evaluator should establish a set of prime questions on a variety of pertinent subjects. The questions should be structured with direct relationship to the program objectives. Then for each prime question the evaluator must decide what will be an acceptable

answer to that question. The evaluator should determine what data will provide the answer. Data accumulated through survey and testing programs must be adapatable to manual or computer manipulation.

Equally important is determining the sources from which the data will be obtained. Careful attention should be directed to selecting the sources. There are usually many sources for collecting data, but first consideration should be given to the segments of the population or organization that have some degree of association or relationship with the program. This does not imply that people are the only sources of data, because often much can be gleaned from records, reports, test scores, and the like.

For this portion of the plan the evaluator should record the type of evaluation to be conducted along with starting and ending dates. The evaluator should list each prime question, that which will be an acceptable answer, that data needed to provide the answer, and the data sources.

The following is an example of the four elements mentioned above (this example is one of numerous prime questions used in an evaluation plan for a program designed to reorganize the operating procedures of a school district):

Question - Has the curriculum demonstrated flexibility and continuity of courses during each of the attendance periods of the school year?

Acceptable Answer - If time was provided for the teachers to reorganize the instructional pattern, the scheduling of courses was accomplished easily, and students were easily scheduled, the curriculum had flexibility and continuity.

Data - Information on time required to reorganize the instructional pattern and problems experienced in course scheduling. The list of courses offered during the current and past school years.

Sources - School principals, teachers, counselors, secondary students, and records.

COLLECT DATA

The fourth step includes procedures for developing the data collection techniques and administration. The evaluator should include the amount of data to be accumulated, the time periods, the frequency, and the instrumentation.

A review of the prime questions established in step three in concert with the type of evaluation to be conducted will aid in establishing the time periods and frequency of the data collection activities.

Too much or too little data may handicap the prospects of a successful evaluation. The evaluator should consider each data collection source when determining whether to employ either a universal or sample technique. The extent of the evaluation, the time allocated, the frequency of activities, and the resources available for treatment and analysis of the data will determine the techniques to be used.

A review of the prime questions and data sources established in step three will aid in choosing the appropriate data collection methods. Tests, questionnaires, interviews, meetings, and reviews of reports and records are used most frequently. The use of a variety of instruments is recommended. The instruments should be constructed so that each prime question is addressed by at least two separate data collection sources.

The evaluator should record when, how much, and how often to collect data and what data collection techniques to use.

PROCESS DATA

The proposal for processing the data comprises the fifth step.

The evaluator should request that a contact person be identified by each major activity from which data is to be collected. This person should be provided sufficient information and instructions to ensure that the data are collected and disseminated to the proper sources for treatment.

When data are to be collected from records or reports the evaluator should arrange for that data to be compiled by the activity responsible for the source documents.

When questionnaires or similar survey instruments are used to collect data, the evaluator should be the prime agent for distributing and collecting the instruments. Arrangements should be made to ensure that the instruments are handled by the minimum number of people.

The evaluator should ensure that interviews are conducted by professional interviewers or that people are selected for their ability and are provided interview training.

When pre- and post-test data are used the evaluator should ensure their confidentiality.

The data processing procedures and responsibilities are to be outlined in this part of the plan. The suggestions above provide some guides for structuring this outline. It is generally better to identify responsibilities with positions and functions rather than with personalities.

ANALYZE DATA

The sixth step is the procedure for analyzing the data. This is the evaluation. In order to determine the effectiveness of the program, the accumulated data should be compared through the use of one or more of the following systems:

The evaluator may establish criteria upon which to judge the effectiveness of the program in meeting program objectives. The data collected may then be compared against the established criteria.

Specific program data may be compared to the operational data accumulated from previous years.

Specific program data may be compared to similar data accumulated from a program conducted for the same purpose. (The programs for comparison should be as nearly equivalent in all conditions as is possible.)

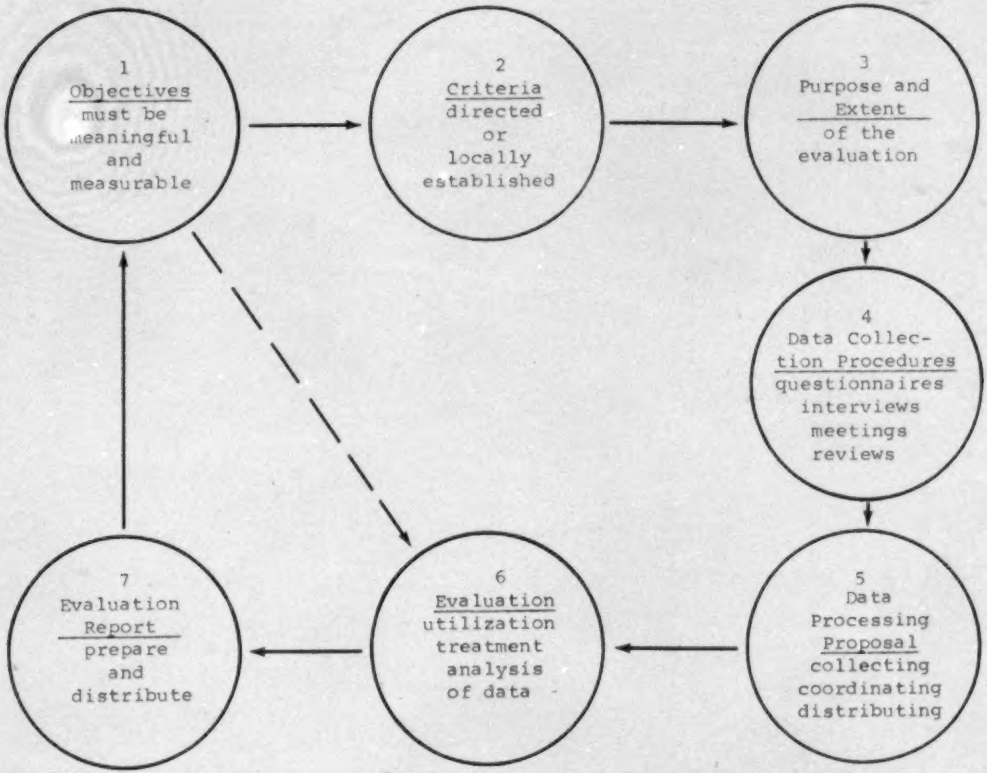
The evaluator should also determine the extent of adherence to the criteria in the implementation of the evaluation plan. This information will be useful in interpreting the findings. The evaluator should describe the procedures for analyzing the accumulated data. The prime questions established in step three are the key to this phase of the evaluation.

REPORT THE EVALUATION

The seventh step is to establish the format and techniques for reporting the evaluation results. The evaluation report should then be produced and distributed to those who are to make the decisions about the program. Evaluation should be a continuing process with findings sent to the decision makers on a regular basis.

APPENDIX A

EVALUATION PLAN SCHEMA



APPENDIX B

MODEL SUMMARIZED

This model has been developed to aid in devising an evaluation plan to determining the effectiveness of a program.

There are seven steps involved:

The first step is to determine the objectives for the program. The objectives should be meaningful and measurable.

The second step is to identify the criteria which will bear upon and influence the program operation. The criteria should be applicable and manageable.

The third step is to determine the extent and purpose of the evaluation. This decision will determine the type of evaluation, the kind of data, and the data sources.

The fourth step involves developing the methods of collecting data and the administration of the data collection procedures. During this step it is determined when, how much, and how often to collect data and what data collection techniques to use.

The fifth step is collecting and directing the data to the proper sources for treatment. Here the responsibilities for collecting and processing the data to the users are identified.

The sixth step is analyzing the data. This is the treatment of the data to determine the actual effectiveness of the program. This activity should reveal to what degree each objective was acccomplished and provide guidance for future decisions.

The seventh and last step is arranging the results in a meaningful report format and distributing this to the people who will be making decisions about this program.

APPENDIX C

GLOSSARY OF TERMS

Meaningful objective - a statement that describes the thing one intends to accomplish without being vague or misleading.

Measureable objective - a statement that describes an intended accomplishment which is capable of being measured effectively.

Process evaluation - an evaluation that is conducted to judge how the program is progressing toward production of the intended product. Data are collected during a partial period of the program; after analysis the conclusions should indicate whether changes or adjustments should be made in the program or that the program is progressing satisfactorily.

Terminal evaluation - an evaluation that is conducted to judge the final product when the program is completed. Data for this purpose may be collected while the program is being conducted, but the final analysis is not performed nor the conclusions formulated until after the program is completed.

Criterion - a standard that a judgment may be based upon.

Applicable criterion - a standard that is compatible with the circumstances of the program and can be applied to make a judgment.

Manageable criterion - a standard that is manageable in accordance with the resources available and the time allocated to effect a judgment.